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ABSTRACT

The goal of this unit is to assist students in understanding and practicing pro-social skills as alternatives to aggressive behavior. Intended for grades four to seven, the unit contains seven modules: (1) "Self-Appraisal"; (2) "Relaxation"; (3) "How to Listen"; (4) "Communicating Your Wants to Others"; (5) "Controlling Your Anger"; (6) "Responding to Teasing"; and (7) "Negotiation." Included in each module are an overview, goals, activities, debriefing ideas, competency evaluation suggestions, and positive feedback activities. The appendix offers relaxation exercises which are recommended for use at the beginning of each module, and additional positive feedback activities. A pre/post questionnaire for assessing student behavior is also included. (DC)

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ED235457

SOCIAL SKILLS:
Alternatives to Aggression

Office of Instructional Services/Occupational Development and Student Services Branch □ Department of Education
State of Hawaii □ RS 83-4225 □ March 1983

CG400181

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FOREWORD

"Our society is evolving at an astounding rate. The society of today is marked by social unrest, booming space and undersea exploration, affluence, urbanization, a knowledge explosion, increasing leisure, and changing political and ethical values. But the society of tomorrow will inevitably be different, for change is an immutable law of life. As a result of changes in our society which are already occurring, the institution of public education will need to undergo equally rapid and significant changes in order to be relevant and meaningful.

Since education is the principal agency charged with the task of equipping the individual for a lifetime of effective living and learning, it must provide a program which will allow him to deal effectively with the world that is already upon him, as well as a yet-unknown world which is certain to converge on him with dramatic suddenness. Thus, planning for the future becomes urgent if we are to understand future requirements and cope with them in an orderly and efficient manner."

The statement above, written in the introduction of the Master Plan for Public Education in Hawaii in 1969, remains relevant for the 1980's. One of the changes our society has undergone is the increasingly aggressive and violent nature of our society over the last decade. The collaborative efforts of the Departments of Education and Health in this project assure the commitment to do our part to improve the nature of our society.

This unit, SOCIAL SKILLS: ALTERNATIVES TO AGGRESSION, was developed in the 1981-82 school year by the Office of Instructional Services, Student Personnel Services Section, Department of Education, and the Children's Mental Health Services Branch, Department of Health. The modules present some seed concepts and activities designed to help students along the path to becoming caring adults. The modules were piloted in the school year 1982-83 in two fifth grade classes. Our appreciation is extended to those students, teachers, counselors, principals and district superintendents who consented to the pilot at Kalihi-kai and Waimalu Elementary Schools.

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INTRODUCTION

This unit is designed for students in grades 4 through 7 and can be conducted in a regular classroom setting. There are seven (7) modules, each designed for 45 minutes. Depending on the needs and interests of students, modules may be extended another day by using alternative suggested activities or teacher-created activities to expand on the concept.

Goal: The goal of this unit is to assist students in understanding and practicing pro-social skills as alternatives to aggressive behavior.

Objectives:

1) By the end of the unit, 80% of the students will be able to give one appropriate social response when teased.

2) By the end of the unit, 80% of the students will be able to give one suggestion for keeping out of fights.

3) By the end of the unit, 80% of the students will be able to give one pro-social response when they are angry.

4) By the end of the unit, 100% of the students will have had an opportunity to role play social situations, trying out a number of skills.

Each module includes the following:

1. An overview which assists teacher/facilitator to understand the essence of the concept.

2. The goals are stated to give the teacher/facilitator a focus on the activities and these goals may be discussed with students so that they, too, can focus in on the competency required of them.

3. The exercises for relaxation are included in each module as a starting point for students and teachers. Relaxation exercises are encouraged each day so that students practice the skills necessary to relieve normal stresses of the day.

4. The activities are described so that students have opportunities to practice specific skills.

5. The debriefing process is a method used to insure that students understand the concept and have the opportunity to ask any question on the material presented.

6. The competencies are identified and may be measured in any way that is appropriate for the students. A pencil-and-paper mode of evaluation is not always the best evaluation technique and should be used with caution.

7. The positive feedback segment of the lesson should be done at the end of each module to provide students with the opportunity to

practice giving and receiving positive feedback. This process, when done regularly, helps students increase their self-concept and feel more comfortable giving and receiving positive feedback.

The activities in most of the modules are structured experiences which enhance personal growth and the growth of the class. The experiences are simplistic and the approaches to the process of learning some basic interpersonal skills are humanistic. They focus on the person and his/her experiencing rather than on a specific content vehicle. The person's feelings, meanings and perceptions are generally emphasized. Although the structured experiences presented provide the teacher/facilitator with step-by-step procedures, the teacher/facilitator should modify, adapt, revise or rewrite the activities to suit the learner's needs, the teacher/facilitator's personality and teaching-learning style.

To optimize the personal growth of the students and the class as a group, the teacher/facilitator should have these qualities: congruence, empathy and unconditional positive regard. Congruence or genuineness is described as *being* and "without a front or facade." Empathy is a sincere understanding of the students' private world. The quality of unconditional positive regard is a warm, positive and acceptant attitude toward what the student *is*. The word "unconditional" should be taken literally--without judgment or placing a value on the behavior, response or attitude. If students view teachers/facilitators as having these qualities, individual and group growth is inevitable.

PRE/POST QUESTIONNAIRE FOR TEACHERS

Student_____

Date_____ Teacher_____

Please rate the student on his/her behavior with classmates.

	Poor	Fair	Good	Very Well	Excellent
1. How well does the student listen to his/her peers?					
2. How well does the student keep out of fights?					
3. How well does the student respect the rights of others?					
4. How well is the student able to ask for what he/she wants?					
5. How well does the student display self-control?					
6. How well does the student resolve interpersonal conflicts?					
7. How well does the student understand the feelings of others?					
8. How well does the student respond to annoyances from other students?					

A. SELF-APPRAISAL

I. Overview

This module is designed to give students an opportunity to engage in self-assessment as the process for self-awareness and understanding. Students are encouraged to think through each item in the self-assessment instrument and respond to the items honestly. It is important to stress to students that there are no right or wrong answers to the instrument. Responses should be given attention to help students understand their strengths to reinforce their self-esteem or to identify two or three areas for growth. The student should then begin to establish personal goals to develop those areas he or she wishes to improve or strengthen. The self-appraisal process should be done periodically by everyone, whether a student or adult. This process assists individuals to look at themselves objectively, without judgment from others, to verify strengths and to be aware of areas needing more development.

II. Goals

A. To become aware of assessment instruments to assist students in self-appraisal.

B. To assist students in the self-assessment process.

C. To assist students in verifying strengths and areas of further personal development.

III. Activities (Approximately 40 minutes)

A. Distribute a self-appraisal assessment instrument to each student. The self-appraisal instrument may be a teacher-made instrument or one of the instruments included as a suggestion at the end of this module.

B. Provide students with instructions for completing the assessment instrument.

C. Allow students about 30 to 40 minutes to complete the self-assessment instrument.

IV. Debriefing

In a class discussion, have students volunteer any of the following:

A. Have students review the entire assessment instrument.

B. Have students identify two or three strengths.

C. Have students identify two or three areas the student wishes to develop further.

D. Have students share:

1. strengths they have identified.

2. areas for development they have identified.

3. new awareness they have discovered.

V. Competencies

A. Student will be able to name two positive aspects about himself or herself.

B. Student will be able to identify two areas needing further personal development.

VI. Positive Feedback

Ask each student to turn to the person sitting next to him or her and give each other a positive comment. These may include something that Student A views as a strength of Student B and vice versa; i.e., you run fast, you write beautifully, you are friendly, etc.

Self-Appraisal Worksheet*

Name _____ My teacher is _____.

I show determination when _____.

I really care about _____.

My best friends are _____.

When I have a problem I _____.

Some habits I would like to change are _____

_____.

Foods I like best are _____.

I get along best with my brothers and sisters when _____

_____.

The adjectives that describe me best are: (circle)

happy	gossiper	tired	sincere
worrier	afraid	fighter	dependable
foolish	follower	ambitious	rude
noisy	cheerful	daydreamer	lazy
dishonest	nervous	honest	shy
friendly	responsible	leader	tense
independent	intelligent	stupid	kind
prompt	athletic	polite	quiet
dreamer	angry	bully	anxious

My parents show they like me when _____

_____.

I like to be myself when _____.

I like school best when _____.

I do well in school when _____.

I get in trouble in school when _____.

I feel best about myself in school when _____

_____.

My parents would like me to work harder in _____

_____.

I want to improve in _____.

I feel very intelligent when _____.

I feel dumb when _____.

I would most like to succeed in _____.

My test scores show I am strongest in _____

_____ and need improvement in _____.

*Source: Foundation Program: Career Education and Guidance, DOE, 1980.

SELF-APPRAISAL INVENTORY

Primary Level

Description and Rationale

This inventory consists of thirty-six questions to be asked of children. Children respond to each question as it is read by putting a mark through "yes" or "no" on their response sheets.

This direct self-report device attempts to secure, in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self-concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self-concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self-esteem.

Items which represent each of the subscales within the primary Self-Appraisal Inventory are as follows:

General: Items 4, 7, 10, 11, 14, 16, 20, 24, 26

Peer: Items 1, 8, 12, 15, 17, 18, 23, 28, 29

School: Items 3, 6, 13, 19, 21, 22, 27, 30, 31

Family: Items 2, 5, 9, 25, 32, 33, 34, 35, 36

Source: Instructional Objectives Exchange, Los Angeles, California, 1972.

SELF-APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Are you an important person in your family?

6. Do you often feel that you are doing badly in school?
7. Do you like being just what you are?
8. Do you have enough friends?
9. Does your family want too much of you?
10. Do you wish you were someone else?

11. Can you wait your turn easily?
12. Do your friends usually do what you say?
13. Is it easy for you to do well in school?
14. Do you often break your promises?
15. Do most children have fewer friends than you?

16. Are you smart?
17. Are most children better liked than you?
18. Are you one of the last to be chosen for games?
19. Are the things you do at school very easy for you?
20. Do you know a lot?

21. Can you get good grades if you want to?
22. Do you forget most of what you learn?
23. Do you feel lonely very often?
24. If you have something to say, do you usually say it?
25. Do you get upset easily at home?

26. Do you often feel ashamed of yourself?
27. Do you like the teacher to ask you questions in front of the other children?
28. Do the other children in the class think you are a good worker?
29. Are you hard to be friends with?
30. Do you find it hard to talk to your class?

31. Are most children able to finish their school work more quickly than you?
32. Do members of your family pick on you?
33. Are you any trouble to your family?
34. Is your family proud of you?
35. Can you talk to your family when you have a problem?

36. Do your parents like you even if you have done something bad?

Source: Instructional Objectives Exchange, Los Angeles, California, 1972.

SELF-APPRAISAL INVENTORY

Intermediate Level

Description and Rationale

This inventory consists of seventy-seven statements to which students respond "true" or "untrue" to indicate whether each statement is true or untrue about them. The statements may be read independently by the students or orally by the teacher, depending on the students' reading abilities.

This self-report device attempts to secure in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self-concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self-concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self-esteem.

Items which represent each subscale within the Self-Appraisal Inventory are as follows:

Peer: Items 1, 4, 8, 15, 19, 23, 27, 31, 35, 39. 43, 47, 51, 55, 59, 63, 67, 71, 74.

Family: Items 5, 9, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 75.

School: Items 2, 6, 10, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 76.

General: Items 3, 7, 11, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 77.

Source: Instructional Objectives Exchange, Los Angeles, California, 1972.

SELF-APPRAISAL INVENTORY

Intermediate Level

Directions:

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

	True	Untrue	
For example:	X	____	1. I like cherry pie.
	____	X	2. I want to be a movie star.

There are no right or wrong answers, so respond to each statement as honestly as you can.

True	Untrue		
____	____	1.	Other children are interested in me.
____	____	2.	School work is fairly easy for me.
____	____	3.	I am satisfied to be just what I am.
____	____	4.	I should get along better with other children than I do.
____	____	5.	I often get in trouble at home.
____	____	6.	My teachers usually like me.
____	____	7.	I am a cheerful person.
____	____	8.	Other children are often mean to me.
____	____	9.	I do my share of work at home.
____	____	10.	I often feel upset in school.
____	____	11.	I'm not very smart.
____	____	12.	No one pays much attention to me at home.
____	____	13.	I can get good grades if I want to.
____	____	14.	I can be trusted.
____	____	15.	I am popular with kids my own age.
____	____	16.	My family isn't very proud of me.
____	____	17.	I forget most of what I learn.
____	____	18.	I am easy to like.
____	____	19.	Girls seem to like me.
____	____	20.	My family is glad when I do things with them.
____	____	21.	I often volunteer to do things in class.

True	Untrue		
____	____	22.	I'm not a very happy person.
____	____	23.	I am lonely very often.
____	____	24.	The members of my family don't usually like my ideas.
____	____	25.	I am a good student.
____	____	26.	I can't seem to do things right.
____	____	27.	Older kids like me.
____	____	28.	I behave badly at home.
____	____	29.	I often get discouraged in school.
____	____	30.	I wish I were younger.
____	____	31.	I am friendly toward other people.
____	____	32.	I usually get along with my family as well as I should.
____	____	33.	My teacher makes me feel I am not good enough.
____	____	34.	I like being the way I am.
____	____	35.	Most people are much better liked than I am.
____	____	36.	I cause trouble to my family.
____	____	37.	I am slow in finishing my school work.
____	____	38.	I am often unhappy.
____	____	39.	Boys seem to like me.
____	____	40.	I live up to what is expected of me at home.
____	____	41.	I can give a good report in front of the class.
____	____	42.	I am not as nice looking as most people.
____	____	43.	I have many friends.
____	____	44.	My parents don't seem to be interested in the things I do.
____	____	45.	I am proud of my school work.
____	____	46.	If I have something to say, I usually say it.
____	____	47.	I am among the last to be chosen for teams.
____	____	48.	I feel that my family doesn't usually trust me.
____	____	49.	I am a good reader.
____	____	50.	I can usually figure out difficult things.
____	____	51.	It is hard for me to make friends.
____	____	52.	My family would help me in any kind of trouble.
____	____	53.	I am not doing as well in school as I would like to.
____	____	54.	I have a lot of self-control.
____	____	55.	Friends usually follow my ideas.

True	Untrue		
____	____	56.	My family understands me.
____	____	57.	I find it hard to talk in front of the class.
____	____	58.	I often feel ashamed of myself.
____	____	59.	I wish I had more close friends.
____	____	60.	My family often expects too much of me.
____	____	61.	I am good in my school work.
____	____	62.	I am a good person.
____	____	63.	Others find me hard to be friendly with.
____	____	64.	I get upset easily at home.
____	____	65.	I don't like to be called on in class.
____	____	66.	I wish I were someone else.
____	____	67.	Other children think I am fun to be with.
____	____	68.	I am an important person in my family.
____	____	69.	My classmates think I am a poor student.
____	____	70.	I often feel uneasy.
____	____	71.	Other children often don't like to be with me.
____	____	72.	My family and I have a lot of fun together.
____	____	73.	I would like to drop out of school.
____	____	74.	Not too many people really trust me.
____	____	75.	My family usually considers my feelings.
____	____	76.	I can do hard homework assignments.
____	____	77.	I can't be depended on.

Source: Instructional Objectives Exchange, Los Angeles, California, 1972.

B. RELAXATION

I. Overview

Stress is an integral part of all of our lives. The school setting is in fact a very stressful environment. Children experience stress as they attempt to make new friends, attempt to "belong" to groups, compete in sports, learn new material, take tests and in general do well in school. Adjusting to changing schools, moving to a new city or family problems add to stressful experiences for children. Stress cannot be eliminated in our lives. However, we can learn to manage stress effectively on a day-to-day basis.

Stress can be viewed positively or negatively. Positive stressful situations increase our adrenalin to help us overcome a situation with more energy and vigor. Stress becomes negative when we have prolonged periods of stress or have many stressors which cause us to become frustrated, display acting out behaviors, become depressed, etc. Improperly handled stress becomes distress, with the resultant mental tension, insecurity, aimlessness and frustration. Stress often cannot be avoided but rather could be channeled into productive and creative outlets.

"Learning to relax develops self-control, self-concept, increases memory and attention span, decreases behavior problems, improves fine motor coordination and improves the general mental and physical health of students." (Lupin, Peace, Harmony, Awareness; Teaching Resources, 1977)

Teachers should be aware that at first the students will feel uncomfortable about doing these relaxation exercises. However, the teacher should continue the lesson with no comment on the class behavior. Praise the students who are following your directions seriously and ignore students who are not following the lesson. After about three sessions of relaxation, students will begin to be more comfortable with the idea of learning to relax. Students may say that they feel sleepy or tired. This indicates often that they are fully participating in the lesson and need a way to verbalize their feelings of relaxing. Help them to become aware of feelings of tension as opposed to relaxing of body and mind.

Additional relaxation exercises are located in Appendix A.

II. Goals

A. To become aware of our body in a tense and relaxed state.

B. To learn to relax our body.

III. Activities

A. Stretching Exercises *5 minutes*

1. Open eyes very wide, close them tightly.

2. Tilt head side to side - hold 5 seconds each side.

3. Turn head to the side (keep chin up - look over shoulder).

4. Nod head forward - chin to chest.

5. Roll shoulders forward and backward.

6. Large arm circles.

7. Tilt waist from side to side - hold 5 seconds each time.

8. Stretch arms over head, reach as high as possible, then bend over forward - try to touch toes.

9. Deep knee bends.

10. Roll ankles.

11. Flex toes very tightly and release.

B. Breathing to Relax *20 minutes*

Ask students to get real comfortable in their seats. Sit up straight with their hands in their laps and their feet flat on the floor. Students' eyes should be closed. Students will feel uncomfortable for a while but continue to lead the breathing exercise without interruption. As the students settle into position, you may want to call out the names of those who are ready for this activity which will in turn encourage the other students to get ready. (Example: Todd is ready, thank you Michelle, Jody is ready, so is Frank, etc.) Breathing deeply relieves much of the tension because a larger supply of oxygen is being supplied to the body and a relaxed feeling takes over tensed muscles.

Guide students through this exercise with the following narrative:

> We will be concentrating on our breathing. We're going to slow our breathing down and breathe through our abdomens. If we put our hands on our abdomen, we should be able to feel it go in and out as we breathe. As we breathe in, we feel our abdomen go out. As we breathe out, we can feel our abdomen go in. Out and in. Out and in. We're going to breathe in through our noses and out through our mouths. Let's breathe in to the count of 4, hold your breath for four counts and then breathe out for four counts. I want to hear you breathe as you breathe in and out. Let's start now: Breathe in 1, 2, 3, 4. Hold 1, 2, 3, 4. Breathe out 1, 2, 3, 4. Hold 1, 2, 3, 4. Good. Let's try it two more times. In 1, 2, 3, 4. Hold 1, 2, 3, 4. Out 1, 2, 3, 4. Hold 1, 2, 3, 4. Now continue breathing at your own pace. As you breathe in, say to yourself "I am" and as you breathe out, say "relaxed." "I am -- relaxed." "I am -- relaxed." As you let out each breath, you feel more and more relaxed. Your tensions float away from you like clouds in the

sky. Continue breathing and let yourself feel perfectly relaxed and calm. (Teacher/facilitator should wait about a minute or as long as desired.) When you are ready, you can open your eyes and remain quiet.

C. Harmony Tape *20 minutes*

Listen to a commercial relaxation tape. PEACE, HARMONY, AWAPENESS - A Program, a relaxation program for children by Mimi Lupin, Teaching Resources Corporation, 1977. One set of tapes is located in the Student Personnel Services Section, Office of Instructional Services, telephone 373-2487.

Titles of the audiotapes are:

1. Teachers' Relaxation Exercises
2. Teachers' Trip to the Beach
3. Children's Relaxation Exercises
4. Slow Relax
5. Old Me, New Me
6. Trip to a Star
7. Trip to the Beach
8. Walk in the Woods
9. Trip to the Mountains
10. Yes I Can, I Know I Can
11. The Secret Place
12. Magic Mountain

C. HOW TO LISTEN

I. Overview

In this section, the teacher/facilitator will present the importance of learning good listening skills.

A. Points to be covered include:

1. We need accurate information from others for direction, help and advice.
2. Listening is part of communicating.
3. Let others know you're interested and care about what you're saying.
4. Helps you know what kind of effect you have on others.
5. Helps avoid misunderstandings which is basis for arguments.
6. Helps you understand the other person--the meaning behind the words.

B. Components

1. Decide if you want to listen. If you want to listen, decide if you can.
2. Look at the person--give full attention.
3. Don't interrupt, judge, probe, etc.
4. Paraphrase what was said; check out whether you heard it correctly.
5. Encourage others to talk (e.g., Is there anything else? Is there something you'd like to add? What else would you like to know?)
6. Listening is a choice we make--there is a time and place for listening.

II. Goals

A. To give students an understanding of importance of listening.
B. To give students an understanding of the dynamics of listening.
C. To have students learn and practice good listening skills.

III. Relaxation (Appendix A)

IV. Activities

Suggested activities for this section include: *15 minutes*

1. Look and Listen Activity. Have the class break into dyads with one student being Speaker A and the other student as Listener B. Tell Speaker A that he/she has one minute to talk about a favorite food. Listener B is instructed to avoid eye contact with Speaker A. After the one minute, have Speaker A tell Listener B how it felt to talk to someone who is not paying attention. The students will remain in dyads and switch roles.

Speaker A, now, has one minute to talk about his/her favorite TV show. Listener B is instructed to pay close attention and will be asked to repeat (or play back) to Speaker A what he/she heard Speaker A say. Speaker A will then have 30 seconds to correct/confirm what Listener B repeated.

This activity is used to exemplify the importance of eye contact and attentiveness in listening.

2. Communication Stoppers *10 minutes*

This activity helps the student become aware of how certain behaviors are indicative of poor listening skills and can impede communication. Learning about communication stoppers helps students to use more self-control when listening to others.

Write the following words on the blackboard and explain the meaning:

Interrupting - to break in with questions or remarks while another is speaking.

Probing - to ask a lot of detailed questions causing the speaker to lose the flow of what he/she is saying.

Confronting - to challenge the speaker; be opposite or contrary to what the speaker is saying.

Advising - to give suggestions, recommendations, guidance or advice to the speaker when advising is not asked for.

Dominating - to control or do most of the talking when one should be listening to the speaker.

Putting Down - to use negative statements or comments to make the speaker feel bad.

Judging - to tell the speaker what is "right," to give authoritative opinion.

Interpreting - to explain what the speaker is saying according to the listener's belief or judgment.

Have volunteers read selected scenarios (pages 17 to 24). Ask the class to identify the "communication stopper" being used.

3. Messages *5 minutes*

Have the class place chairs in a circle. Ask one student to begin by writing a message on a piece of paper and keep it for the end of the activity. The student then whispers the message to the person on his/her right and the message is passed on until the last student receives the message and tells it to the class.

The purpose of this activity is to illustrate how a message can be incorrectly interpreted.

4. Two Sided Story *15 minutes*

Have the class divide into five groups. Each group will be asked to think about a fairy tale, fable, or children's story they know. The group will be asked to change the story so that the characters take on opposite roles. For example, in "Little Red Riding Hood," the Wolf becomes the "good guy" and Little Red Riding Hood is the bad little girl. The group will then present its skit to the other groups. Discussion will follow which focuses on how people need to listen to two sides to a story--there is no one right or wrong. Listening helps to clarify and improve understanding.

V. Debriefing

Leader(s) will facilitate a discussion based on what happened when students 1) did not receive eye contact; 2) were not paid attention to; 3) were interrupted, probed, etc.; and 4) were misinterpreted during the listening exercises.

Some suggested questions include:

1. How does it feel to talk to someone who is not looking at you?
2. How does it feel to talk to someone who is paying attention?
3. What can you do to get someone to listen?
4. What can happen when messages get misinterpreted?
5. What is the most important thing you learned?
6. What did you like or dislike about this module?

VI. Competency

The students will be asked to write down and hand in three reasons why listening is important.

VII. Positive Feedback

Say to the students:

Now that we have ended our lesson "How To Listen," we will do a short exercise called positive feedback or strength bombardment. Every human being needs to get a compliment or other positive things said about him or her--this is to help us validate what we think about ourselves or to help us to see that we each have some "good" points in our favor.

Pair off with the person sitting next to you. Think about something positive you would like to say to this person. Be sincere. It may be hard to do this at first but we will have many times to practice this skill of saying something nice to another person. When you have said something nice to the person next to you, that person should say a simple "thank you."

Now that you have thought about something positive about the person sitting next to you, look at that person's face and say something positive. Your partner who received the compliment will say "thank you" and proceed to say something nice about you. You will say "thank you." Be sincere and keep it simple.

TO BE USED WITH MODULE - "HOW TO LISTEN"

INTERRUPTING

Person 1: I got a new dog! He's so cute. You know what he did?

Person 2: Linda got a new cat.

1: Oh, she did? When?

2: Last week.

1: Oh. Well, anyway, my new dog is just a puppy. He . . .

2: Linda's cat is full grown.

1: Oh. How come she didn't get a kitten?

2: I don't know. I saw her cat. It's black and white and it's real big. It's a smart cat, too. It comes when you call it and it purrs all the time.

1: Oh. My puppy cried all night last night. He kept . . .

2: That's why I don't have a dog. I wouldn't like to have to put up with that.

1: Oh.

TO BE USED WITH MODULE - "HOW TO LISTEN"

PROBING

Person 1: Hey, I want to tell you something!

Person 2: What is it?

1: Well, remember my cousin...the one who stayed with me last summer?

2: Yes. Is his name Lewin?

1: Yeah. Lewin.

2: Is he your cousin on your mother's side or on your father's side?

1: My mother's side. Anyway, Lewin and I saw you and Jan the other night, and . . .

2: Where did you see us?

1: At the show.

2: What night?

1: I don't know. I guess it was Friday night.

2: What was playing?

1: Uh. Gee. I don't remember. It was . . . It was . . .

2: Did you like the part where the guy was stuck in the water?

1: Oh, yeah. That happened to me once.

2: It did? When?

1: Last year.

2: When last year?

1: During the summer. I guess it was last August.

2: Where?

1: In the river.

2: What river?

1: Hey, what is this?

2: What do you mean? How come you don't answer my questions?

TO BE USED WITH MODULE - "HOW TO LISTEN"

CONFRONTING

Person 1: Gee, I've got so much homework.

Person 2: So do I. But I'll bet I have more than you do.

1: You're always trying to outdo me.

2: I am?

1: Yes. If I'm good at something, you always have to be better. If I've got a lot of homework, you always have to have more!

2: I do? Say, would you please get the ball? It's in the closet.

1: Oh no it's not. I already looked in there. The closet is empty. You lost it.

2: It's not in there?

1: No. You lose everything. You can't keep track of anything. Find it.

2: Oh, here it is.

1: Well, that's better. You drive me crazy.

TO BE USED WITH MODULE - "HOW TO LISTEN"

ADVISING

Person 1: Say, you look like something is bothering you.

Person 2: Well, something is. I got a bad grade on the test.

1: Oh. Gee. That's too bad. If I were you I'd ask to have another chance.

2: You mean take the test again?

1: Yeah. And this time be sure to study. You have to study for a test if you want to get a good grade on it.

2: Yeah. I know that. The problem is that I did study.

1: Well, you probably didn't study long enough. Take my advice, you have to study at least two hours if you want to do well on any test. Furthermore, you have to study in a quiet place. And be sure to get someone to study with you.

2: I had my friend studying with me.

1: Well, that's not going to work. You have to have an adult help you study. If I were you, I'd get my mom or dad. When I study, I always get one of them to study with me.

2: Oh you do. Say, how did you do on the test?

1: Who me? Don't concern yourself with that. Just be sure you study right for the next test.

TO BE USED WITH MODULE - "HOW TO LISTEN"

DOMINATING

Person 1: Hi. I just got back from my trip. Our family went to the lake.

Person 2: We were at the lake a month ago, or so. We camped out. My dad taught me how to fish and I caught more fish than he did. He tried real hard, but I caught the most. I sure do like it up at the lake. It's a neat place, especially if you're camping out. I learned how to build a campfire, too. We did all our cooking out, you know. We roasted weiners and marshmallows and all kinds of stuff.

1: Oh. So did we.

2: Yeah. It's really great up at the lake. We stayed for two weeks. When it was time to come home, I went and hid. They couldn't find me anywhere. When I finally came out, I just didn't want to go. We ate a whole bunch of fish that we caught ourselves. Boy, was that ever great! You know, I got a new fishing pole just before we left. It's a real good one. I caught a lot of fish with it. You know, there's a lot of trout up in that lake.

1: Yes I know. I caught some, too.

2: There's bass up there, too. I caught a few bass. They were big ones. My mom caught some, too. Boy! Were they ever good! It's not so great cleaning them, though. You know, I cleaned every fish I caught with little help from my dad. You know, we saw some deer up there, too. Well, I have to go now. Thanks for telling me about your trip.

TO BE USED WITH MODULE - "HOW TO LISTEN"

PUTTING DOWN

Person 1: Hi, blockhead!

Person 2: Hi.

1: Did you go to the game yesterday?

2: Yeah, I went but I didn't see you. Were you there?

1: What's the matter with you? Are you blind or something? I was there the whole time.

2: Oh. Well, I didn't see you at all.

1: What a dum dum. I scored two points. Didn't you notice that?

2: No. I guess I wasn't there then. I arrived late.

1: Johnny-come-lately, that's you. Do you ever get anywhere on time?

2: Sure, you dope, I got here on time today.

1: For once . . .

2: For more than once. Listen. You should talk. You were late yesterday, and the day before that!

1: No, sir. No, I wasn't.

2: Oh, yes you were. You lie.

1: Oh, no I wasn't, you nut!

2: Oh, yes you were, you dingbat!

1: Stupid!

2: Idiot!

TO BE USED WITH MODULE - "HOW TO LISTEN"

JUDGING

Person 1: Will you please help me with this for a minute.

Person 2: Poor thing. You always need help.

1: I do? This is hard for me to lift. Could you please get the other end?

2: Yes, of course. I'll help. You aren't very strong.

1: Oh. I'm not? Well, anyway, let's lift this thing.

2: Well, you certainly do try hard. I've noticed what a good kid you are. You should keep it up.

1: Come on. Let's move this thing. I think we should put it right over here.

2: What a dumb place to put it. You don't seem that dumb.

1: Listen. If we don't put it over here the rain is going to get it all wet.

2: Oh. That's right. It's starting to rain! You know, you're smarter than I thought you were.

TO BE USED WITH MODULE - "HOW TO LISTEN"

INTERPRETING

Person 1: Hey, I'll meet you after school so we can walk home together.

Person 2: Thanks, but I'm going to stay after school for a while. I have to talk to the teacher.

1: Uh oh! You're in trouble again.

2: No. That's not it. I just want to talk to the teacher about a map that I'm making at home.

1: Oh. You're trying to get in good with the teacher.

2: No. I just want to ask the teacher a question.

1: Oh. You want the teacher to do your work for you.

2: No. I just want a little help.

1: Sure. Sure. I know the real reason. You just don't want to walk home with me.

D. COMMUNICATING YOUR WANTS TO OTHERS

I. Overview

In this section, the teacher/facilitator will present the importance of learning how to communicate your wants to others appropriately.

A. Points to be covered include:

1. Communicating your wants to others helps you feel good about yourself.

2. Communicating your wants to others increases the likelihood of getting what you want.

3. Communicating your wants to others increases the chance that you will be heard.

B. Components

1. Decide what it is you want or feel.

2. Decide how you want to communicate what you want.

People have different ways of expressing what they want. Some people express what they want indirectly:

- they ask questions with hidden statements, or
- use non-verbal ways to express themselves

Some people express what they want directly:

- pick out a specific time to express what you want
- express it directly
- use I-statements (I feel, I want, I hope)
- be persistent - don't give up; repeat what is is you want
- realize you don't always get what you want and must be willing to accept it

(Be aware of local/cultural aspects re: assertiveness.)

3. Choose the best way and do it.

II. Goals

A. To give students an understanding of the differences among aggression, assertion and submission.

B. To help students feel good about themselves.

C. To have students learn and practice constructive methods of communicating their wants to others.

III. Relaxation (Appendix A)

IV. Activities

Leaders will review definitions of aggressive, submissive and assertive behavior.

1. Aggression (Step on you) - involves directly standing up for personal rights and expressing thoughts, feelings and beliefs in a way which is often dishonest, usually inappropriate, and always violates the rights of others. The other person's feelings are often hurt. He/She may feel humiliated, belittled and degraded. The basic message is: This is what I think - you're stupid for believing differently. This is what I want - what you want isn't important. This is what I feel - your feelings don't count.

2. Submission (Doormat) - involves failing to express your honest feelings, thoughts and beliefs and consequently letting others take advantage of you. The basic message is: I don't count, you can take advantage of me. My feelings don't matter, only yours do.

3. Assertion (Mutuality) - involves standing up for your personal rights and expressing your thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate another person's rights. Assertion involves respect for yourself and others. If rights conflict, a compromise that is mutually acceptable is sought.

Suggested activities for this section include:

1. Filmstrip - "The Gentle Art of Saying No" *13 minutes*
(Available through DOE - Phone 373-2487)

2. Students will role-play three situations which illustrate aggressive, submissive and assertive behavior. *20 minutes*

Situation #1 (Aggressive)

Jo Ann was supposed to meet Barbara at 1:30 p.m. to go to a movie that starts at 2:00. It is now 2:30 and Jo Ann has arrived. Barbara is angry about having to wait.

Jo Ann - I'm sorry I'm late, Barbara, but I was playing and forgot.

Barbara - You're always late and now we've missed the first part of the movie.

Situation #1 (Submissive)

Jo Ann - I'm sorry I'm late, Barbara. I was playing and forgot.

Barbara - Oh, that's OK.

Later: Barbara tells her friends about Jo Ann always being late and how they missed the movie.

Situation #1 (Assertive)

Jo Ann - I'm sorry I'm late, Barbara. I was playing and forgot.

Barbara - I'm sorry, too, Jo Ann. Now we've missed the first part of the movie. Shall we go in to see the movie now or shall we come back another day?

Jo Ann - Let's go in now even if we are late.

Situation #2 (Submissive)

Larry has borrowed John's math book and has had it for several weeks. John needs the book and sees Larry walking down the hallway.

John - Hi Larry, do you still have my math book?

Larry - Yes, I'm using it today.

John - Oh well, I'll get it back sometime.

Situation #2 (Aggressive)

John - Hi Larry, do you have my math book?

Larry - Yes, I'm using it today.

John - Give it back to me right now. You always borrow things and don't return them. (John takes book from Larry.)

Situation #2 (Assertive)

John - Hi Larry, do you have my math book?

Larry - Yes, but I'm using it today.

John - Please return my book. I need it to do my math assignments. Let's ask Mrs. Nagasawa if she can loan you a book.

Situation #3 (Assertive)

Kelly is shopping for a new blouse. The salesperson insists that Kelly choose the red blouse. Kelly likes the green blouse.

Salesperson - You look the best in the red blouse. Get the red one.

Kelly - I appreciate your help but I think I like the green blouse best.

3. Leader(s) will facilitate a discussion with the class about situations where they have used assertion, aggression and submission.

Part of the discussion should include the fact that assertion may not always work and depends on the particular situation. Sometimes cultural beliefs may change the way a person responds. Each of us needs to decide on the advantages and disadvantages of behaving assertively.

4. Leader(s) may play tape recording of aggressive, submissive and assertive situations and ask students to identify the behaviors in each situation. (Tapes are available through the Student Personnel Services Section, DOE, and the Children's Mental Health Services Branch, DOH.)

V. Debriefing

Leaders will facilitate a discussion based on the filmstrip and activity situations.

Some suggested questions include:

a. How does it feel to behave aggressively?
b. How does it feel to behave submissively?
c. How does it feel to behave assertively?
d. How do you think other people will respond to you when you are aggressive, submissive, assertive?
e. What ways can you communicate your wants to others appropriately?
f. What is the most important thing you learned?
g. What did you like or dislike about this module?

VI. Competency Evaluation

The students will be asked to write down and hand in:

1. Two reasons why communicating their wants to others is important.

2. Name two constructive/appropriate ways of communicating their wants to others.

VII. Positive Feedback

Where possible, have the students sitting in a circle. This exercise will provide positive feedback by using the first letter of the person's first name. Looking at the person to the right, use a positive descriptive word which starts with the same letter as the person's first name and say it to that person loud enough so that all the students in the circle can hear the one adjective.

Example: Mary (looking at Iris) -- intelligent Iris
Iris (looking at Neil) -- neat Neil
Neil (looking at Frances) -- friendly Frances
Frances (looking at Terry) -- terrific Terry

Teacher should include himself/herself in this exercise.

TO BE USED WITH MODULE - "COMMUNICATING YOUR WANTS TO OTHERS"
(Duplicate for student use)

Situation #1 (AGGRESSIVE)

Jo Ann was supposed to meet Barbara at 1:30 p.m. to go to a movie that starts at 2:00. It is now 2:30 and Jo Ann has arrived. Barbara is angry about having to wait.

Jo Ann - I'm sorry I'm late, Barbara, but I was playing and forgot.

Barbara - You're always late and now we've missed the first part of the movie.

TO BE USED WITH MODULE - "COMMUNICATING YOUR WANTS TO OTHERS"
(Duplicate for student use)

Situation #2 (SUBMISSIVE)

Larry has borrowed John's math book and has had it for several weeks. John needs the book and sees Larry walking down the hallway.

John - Hi Larry, do you still have my math book?

Larry - Yes, I'm using it today.

John - Oh well, I'll get it back sometime.

TO BE USED WITH MODULE - "COMMUNICATING YOUR WANTS TO OTHERS"
(Duplicate for student use)

Situation #3 (ASSERTIVE)

Kelly is shopping for a new blouse. The salesperson insists that Kelly choose the red blouse. Kelly likes the green blouse.

Salesperson - You look the best in the red blouse. Get the red one.

Kelly - I appreciate your help but I think I like the green blouse best.

E. CONTROLLING YOUR ANGER

I. Overview

In this section, the teacher/facilitator will present the importance of learning alternative ways of controlling anger.

A. Points to be covered include:

1. Frequently, others don't like you when you lose your temper.

2. When you are very angry, you lose perspective.

3. Frequently, you regret (feel guilty/bad about) what to do.

4. Anger can affect your health.

5. When angry, you do not have the time needed to think and plan the best possible strategy.

6. Frequently, you get hurt or others get hurt.

7. When angry, you don't have a feeling of control or choice.

Use examples to illustrate these points.

B. Components

1. Look at what happens to your body when you are about to lose control (e.g., voice changes? clench teeth? heart beats faster? getting hot? body tension?)

2. Decide what happened to make you feel that way (external/internal stimulus).

3. Think about ways in which you may control yourself:

- try to bring loudness in voice down
- count to 10 - breathe and relax
- leave situation
- don't say anything
- talk to yourself - stop & think!

4. Choose the best way and do it.

II. Goals

A. To give students an understanding of the importance of controlling anger.

B. To help students learn that anger can be controlled.

C. To enable students to identify if they are angry and what makes them angry.

D. To have students learn and practice alternative constructive methods of controlling anger.

III. Relaxation (Appendix A)

IV. Activities

A. Visual Imagery Exercise *15 minutes*

Instruct the students to close their eyes while you read the following script out loud.

"Imagine yourself sitting in your classroom, at your desk, listening to the teacher. Imagine the teacher writing math problems on the blackboard. Imagine your white sheet of paper on your desk; you pick up your pencil and start copying the math problems. Imagine yourself adding the numbers, concentrating hard on completing the problem. The class is very quiet; everyone is working on the problem. Suddenly a wad of paper hits you in the head from behind. You turn around and push the person who threw the wad of paper at you. Imagine the teacher walking quickly towards you calling out your name. The teacher wants to know why you are not doing your work and tells you that you must stay in during recess time to talk with him/her. Imagine yourself feeling angry because you won't get to go to recess. As you sit at your desk and think about not going to recess you get angrier and angrier."

Instruct the students to complete this scene in whatever way they choose. Have them make a drawing of how they felt.

Debriefing

The remaining time will be spent sharing drawings and discussing ways that they handled their anger.

Leaders will list on the blackboard students' responses to anger. Leaders will elicit from students what some of the consequences of their actions or responses might be.

Example:	Response	Consequence
	(-) Yell at the teacher.	Get into trouble.
	(+) Wait to talk with the teacher.	Clear up the situation.

Students will be encouraged to think of alternatives ways to control anger.

B. Role Playing *15 minutes*

The teacher/facilitator and a selected student will model the first role play situation. Students then are asked to break into triads; two of the students will act out a role play and the third student will act an an observer. Students will complete a total of three role play situations and will rotate the observer role. The student observer will provide feedback to the other two students about their performance.

Scenario One

Complete the following scenario in an aggressive manner.

Johnny is trying to find his eraser. He sees Billy using it at his desk.

Johnny - You took my eraser! Give it back.

Billy - I just borrowed it cause I can't find mine.

Johnny - You better ask me if you want to borrow stuff.

Billy - I don't have to.

Johnny - _____. (Student will complete an aggressive remark.)

Have students replay this scenario in a constructive or positive way.

Scenario Two

Complete the following scenario in an aggressive manner.

Susan's mother has promised to take her to the beach for the past two weeks. At the last minute, she decides not to go to the beach.

Susan - Mom, I'm ready to go to the beach.

Mother - You're going to have to forget about the beach today.

Susan - But you promised you'd take me.

Mother - Susan, we can't go and that's that. I have so much laundry to do today, I don't have time.

Susan - _____. (Student will complete an aggressive remark.)

Have students replay this scenario in a constructive or positive way.

Scenario Three

Complete the following scenario in an aggressive manner.

Steve is working very hard on a project in class. He leaves his desk for a few minutes and his friend Richard comes by to see his project. Richard touches part of the project and it breaks. Steve returns to find Richard with this broken project.

Steve - You broke it.

Richard - I didn't do it. It just fell off the desk when I walked by.

Steve - I saw you touch it.

Richard - Ah, so what. It was junk anyway.

Steve - How would you like it if I broke your project?

Richard - _____. (Student will respond in an aggressive way.)

Have students replay this scenario in a constructive or positive way.

As a leader or facilitator, when hostile reactions are shared, don't condemn students or make any judgmental statements. Try to ask questions about what the consequences of these actions might be and have a group discussion. Usually other students will provide appropriate guidance and suggestions to their peers.

C. Film: ANGER AND HOW TO COPE
(Available through DOE-Audiovisual Services, phone 732-2824. This film is in great demand, therefore, preplanning on the part of teachers/facilitators is essential.)

V. Debriefing

Leader(s) will facilitate a discussion based on what happened in the activity situations.

Some suggested discussion questions include:

1. How did you know you were angry?
2. What made you angry?
3. What did you think about?
4. How did you decide to deal with the anger?
5. How did your decision work out?
6. What do you think might be the best way(s) to deal with controlling anger?
7. What is the most important thing you learned from this session?
8. What did you like/dislike about this session?

VI. Competencies

Students will be asked to write down or discuss:

1. Two ways the body responds when you get angry.
2. Two ways of controlling anger.
3. Two reasons why it is important to control anger.

VII. Positive Feedback

Ask students to sit in groups of five. Have students tell the person on the right what they like about him or her. Have the student, to which the praise is given, agree with the comment and turn to the next person with a statement of what they like about him or her.

Example:
Sue: Bob, I like how well you play football.
Bob: I am good at football. Maria, I like your smile.
Maria: I have a nice smile. Eric, I like the way you draw beautiful pictures.

TO BE USED WITH MODULE - "CONTROLLING YOUR ANGER"
(Duplicate for student use)

SCENARIO ONE

Johnny is trying to find his eraser. He sees Billy using it at his desk.

Johnny - You took my eraser! Give it back.

Billy - I just borrowed it cause I can't find mine.

Johnny - You better ask me if you want to borrow stuff.

Billy - I don't have to.

Johnny - _____.

SCENARIO TWO

Susan's mother has promised to take her to the beach for the past two weeks. At the last minute, she decides not to go.

Susan - Mom, I'm ready to go to the beach.

Mother - You are going to have to forget about the beach today.

Susan - But you promised we would go.

Mother - Susan, we can't go and that's that. I have so much laundry to do today, I don't have time.

Susan - _____.

SCENARIO THREE

Steve is working very hard on a project in class. He leaves his desk for a few minutes and his friend Richard comes by to see his project. Richard touches part of the project and it breaks. Steve returns to find Richard with his broken project.

Steve - You broke it.

Richard - I didn't do it. It just fell off the desk when I walked by.

Steve - I saw you touch it.

Richard - Ah, so what. It was junk anyway.

Steve - How would you like it if I broke your project?

Richard - _____.

F. RESPONDING TO TEASING

I. Overview

Learning alternative ways of responding to teasing is stressed.

A. Points to be covered include:

1. Teasing frequently stimulates aggression. The person being teased often strikes back.

2. Teasing negatively affects a person's self esteem. The person being teased may feel powerless and the person doing the teasing may become more aggressive.

As part of this module the leader(s) will begin directing the students to get in touch with their feelings and experiences in situations where they have either been teased or been the initiator of teasing someone else. Leaders can use their own experiences as examples.

B. Components

1. Decide if you are being teased. How does it affect you?

2. Think about ways to deal with teasing and their consequences.

a. Gracefully accept it.
b. Make a joke of it.
c. Ignore it.
d. Tease back.
e. Withdraw
f. Aggression (fight back). -Have a right to protect yourself from bodily harm.
g. Talk about it - listen to <u>why</u> the person is teasing.
h. Tell how you feel when teased.
i. Make friends with person who is teasing.

II. Goals

A. To give students an understanding of the dynamics of teasing.

B. To enable students to identify if they're being teased and how to react to it.

C. To have students learn and practice alternative constructive methods of coping with teasing.

III. Relaxation Exercise (Appendix A)

IV. Activities

A. Each student shuts eyes and listens as the following is read slowly: *4 min.*

1. Think about a time you were teased. How did you know you were being teased?

   How did you feel?
   What did you do?
   Did you feel strong and powerful?
   Are there any other ways you could have handled the teasing?

2. Think about a time you teased someone.

   What did you do?
   Why did you tease?
   How did you feel?
   Did teasing really make you feel strong and powerful?
   What are other things you could have done which would not have been teasing?

B. Puppet Activity *30 min.*

In this activity the students will each make one puppet using materials provided.

Suggested materials:

Crayons/magic markers
Construction paper
Tongue depressors (popsicle sticks)
Glue/paste
Scissors
Yarn
Miscellaneous items

The leader(s) will hand out a teasing card (example at the end of the module) to each student. The card will describe the kind of puppet to be made. In addition, the card will instruct the student to think about alternative ways to respond to the teasing word written on their card.

Make 6 different "teasing" cards, the cards will be distributed so that 5 students will have the same card. The 6 different cards are:

Slant eyes	Braces
Glasses	Skinny
Fat	Big Nose

Other examples may be used.

The students will have 20 minutes to make their puppets using materials provided. Each group of five students with the same "teasing" card will be asked to stand and share their puppets and explain how they would respond to the teasing.

C. Role-Play with Puppets

Group the students by twos with different teasing cards and their puppets. Student A pretends he or she is the puppet which Student B is teasing. Reverse the roles. The leader asks each student to describe how the student felt when teased and what the student did when teased. How did the teasing student feel? Puppets may be used in other activities in this unit.

D. The leaders will begin this section by listing on the blackboard alternative responses students can use when being teased.

Read the following situation in the class:

> Suppose someone came up and told you that you had big ears. You might get back at him by saying that he/she has a big nose. Can you see what is happening in this situation? What do you think will be the end result?

Students will be asked to name and discuss some alternative responses to situation. (They may utilize those written on the blackboard as well as naming additional responses.)

Do the same with the following two situations:

1. Suppose you were walking down the street and someone called out "Hey fatty, why don't you go on a diet?" Your response might be, "You should talk pimple face." Can you see what is happening in this situation? What do you think will be the end result?

2. Suppose your class is getting ready to play football. The team captains are choosing sides and neither one wants you on their team because "You're old four-eyes, cannot see to save your face" or "You're too stupid to know how to hit the ball." You respond by looking down and walking away. Can you see what is happening in this situation? What do you think will be the end result?

V. Debriefing

Leaders will facilitate a discussion based on what happened in the activity situations.

Some suggested discussion questions include:

1. Do you have any questions about what you should do if you are being teased?

2. What should you do if a friend of yours is being teased?

3. What should you do if you walk away from being teased and then get punched?

4. How do you know when you are being teased?

5. How do you think it feels to do the teasing? Why does someone tease?

6. How does it feel to be teased? Is it easy to be a "cool head", think before you act when you're being teased?

7. What do you think might be the best way(s) to deal with teasing?

VI. Competency Evaluation

Students are asked to work in groups of 6 to develop a skit to show what they have learned in this module "Responding to Teasing".

VII. Positive Feedback

Group Mural: Divide students into 5 groups. Each group will be given one large sheet of butcher paper. The groups will be asked to discuss, plan and develop a mural depicting one or two positive aspects of each member of that group. After 10 minutes, the group will be asked to select a reporter and share the mural with the class. Allow only 10 minutes for drawing and insure that each member in the group appears on the mural. Several students may draw on the mural simultaneously to expedite the process.

G. NEGOTIATION

I. Overview

In this section, the teacher/facilitator will present how negotiations can be useful in resolving conflicts.

A. Points to be covered include:

1. Negotiation is working things out with someone so that both feel okay about it.

2. Resolving conflicts through negotiation helps maintain the integrity of both parties/persons.

3. Helps you to understand the feelings of others--there is never just one right, helps to see the other point of view.

4. It increases self-respect and others' respect for you.

*5. A compromise is a mutual agreement to settle differences by giving in or giving up certain points in a conflict. Example: Two children are given money by their mother to go and see a movie. They each want to see a different movie. The compromise is that they will see one of the movies this week and the other one next week.

B. Components

1. Decide if you and another person are having a difference of opinion.
(You may want to refer to session on "Controlling Your Anger.")

If you are getting tense or angry, decide why you feel this way. Decide whether you are calm enough to proceed negotiating. Do you need to stay away from the situation?

2. State your own position and your perception of others' position.

3. Ask other person what he/she thinks/feels about the problem.

4. Listen "openly" and don't interrupt his/her answer.

5. Try to put yourself in the other person's place.

6. Suggest a compromise--be sure that proposed compromise takes into account the opinions and feelings of both persons.

*Discuss "compromise" before role play.

7. Make some suggestions about how to resolve problem.

8. Choose one you agree upon.

II. Goals

A. To help students learn that negotiation can help resolve conflicts.

B. To give students an understanding of the dynamics of negotiation.

C. To have students learn and practice negotiation.

III. Activities

A. Suggested activities:

Films - "The Pinch" (11 minutes)
"Bleacher Feature" (12 minutes)

(Available through the Audiovisual Services, DOE, phone 732-2824.)

B. Additional activities for this section include:

1. The students will model one of the following situations: *5 minutes*

Examples: a) Conflict about who is supposed to write an assigned report.

b) Conflict about what TV program to watch.

c) Conflict about where to go for a weekend outing.

Cues for the leaders in modeling situation:

- Give adequate time for both sides to present ideas.
- Demonstrate an understanding of the other's point of view.
- Have each person tell the other what they think the other is saying/how the other feels.
- Use "I messages."

2. Choose two students to role play a second conflict situation. The leader will act as arbitrator in this demonstration. *5 minutes*

Cues for the leader in the arbitrator situation:

- Don't take sides!
- Try to get both people's ideas.
- Try to get both to understand the other's point of view.
- Try to get them to come up with a solution that is satisfactory to both.
- Get other people in the class involved.

3. Have students break into triads; two of the students will role play the third situation; the third student will act as arbitrator.

4. Conflict Management Exercise

   Objective: To resolve conflicts in a way that maintains the integrity of both parties.

   Procedures:

   a) Have all the students form triads.
   b) Give the following ground rules for this exercise:
      - No interrupting while Persons "A" or "B" are talking.
      - No name calling.
      - Talk only to the conflict manager.
   c) Sit in a straight line with the conflict manager in the middle and the students with the conflicts on each side of the facilitator. The students with the conflicts will be known as Student "A" and "B."
   d) Student "A" will tell his/her story to the conflict manager.
   e) Student "B" will then tell his/her story to the conflict manager.
   f) Conflict manager's role is to listen and clarify what is heard. DO NOT GIVE ADVICE. Ask Student "A" and/or "B" to come up with a resolution or compromise to the conflict.
   g) Have Students "A" and "B" role play a conflict. After a point, the conflict manager will intervene by calling on "A" and "B" to sit to discuss the conflict. (Go to Alpha c, d, e and f.)

   Suggested role playing conflicts:

   a) Student "A" has broken the lock on Student "B's" bike.
   b) Student "A" has told the friends of Student "B" that Student "B" was caught shoplifting at a nearby store. Student "B" did not actually do shoplifting.
   c) Student "A" is walking down the covered walkway between buildings in the school. Student "B" is rushing to class and pushes Student "A" out of the way. They get into a fight.
   d) Students may role play their own creative situations.

   NOTE: Students will not always have conflict managers to stop the conflicts and help them talk and think through the conflict. This exercise helps students feel the processes of negotiating in order to maintain the integrity of each person. If students have learned how to negotiate, they can resolve conflicts without the help of a conflict manager. Also, if all the students in a class have learned this process, any student can step in to be a conflict manager in situations in and out of the classroom.

C. Knots

Have the class form groups of ten. Instruct each group to entangle themselves by grasping each other's hands in an awkward manner (crisscrossed). It works best if the children grasp hands of those who are not standing near them. Each group must figure out a way to untangle themselves without breaking the circle. The first group to become untangled wins. The discussion that follows should emphasize how various components of this activity (e.g., problem-solving, decision-making, cooperation, teamwork) relate to everyday life.

What would have happened if someone got angry? If someone did not listen? If someone did not communicate what they wanted?

D. Label Game

Divide the class into groups of five. Have each group plan/design a new game to teach the other children in the class. Each group member will be given a label to put on their head (forehead) that they will not see. The label will tell the other members of the group how to respond to that person. These labels include:

1) Interrupt Me
2) Tease Me
3) Feel Sorry For Me
4) Command Me
5) Ignore Me

A discussion will follow which will focus on:

1) How each member felt when they were interrupted, teased, pitied, commanded and ignored.

2) How this affected the group process.

3) How to improve communication.

IV. Debriefing

Leader(s) will facilitate a discussion based on what happens in the activity situations.

Some suggested questions include:

1. Can all conflicts be resolved?
2. How did the conflict manager help to resolve the conflicts?
3. Is it necessary to have an arbitrator/conflict manager?
4. How did it feel to compromise?
5. Why is negotiation important?
6. What is the most important thing you learned?
7. What did you like/dislike about this module?

Reinforce the use of "I-message" in communication.

V. Competency

Students will be asked to write down and hand in two situations where they have used or can use negotiation.

VI. Positive Feedback

This is a fun "report card" activity. Pass out 3" x 5" cards. Have students sit in a circle in groups of five. Have each student write his or her name on the card. Pass the card around the circle. Each student in the circle will write one or two adjectives on the card describing something positive about the individual whose name appears on the card. The person whose name appears on the card will be given the card after all members in the group have written one or two positive adjectives.

RELAXATION

"I must relax, I'm too tense," you say. So you grit your teeth, clench your fist and command your body to relax. It won't work. Each of us have had years of practice in consciously or unconsciously tensing our muscles and we need to spend time practicing the art of relaxing--the art of cruising in neutral. There are many ways to relax and release tension but they all involve an interaction of the body and mind. Meditation, yoga, prayer, deep breathing, autogenics, guided imagery, stretching, progressive muscle relaxation and yawning are ways to help the body relax. The activities in this appendix may be repeated as often as needed to provide students with the opportunity to practice the art of cruising in neutral.

I. Releasing Tension

Ask students to stand. Have students make tight fists, a real mean face, close their eyes as hard as they can, crinkle up their noses, grit their teeth and growl. Now release all those muscles. Repeat three or four more times. Students will become aware of their tense and relaxed physical state.

II. Guided Imagery

Ask students to sit comfortably at their desks with their eyes closed. Breathing slowly, think of a special place. With a moderate and slow speaking voice, ask the following questions while students have a visual image of their special place.

You are at your special place.
What are you doing in this special place?
Who is with you in this special place?
Do you feel the breeze in this special place?
Do you see blue skies?
This is a special place I like to be.
I feel relaxed when I go to this special place.
My special place is ..... (Let students visualize in their minds the events of this special place. Allow about a minute or two.)

Then quietly say, you will be leaving your special place to return to the classroom with all your friends. You will leave your special place feeling relaxed and happy. You will open your eyes now and be in our classroom so that we may continue the lesson.

The teacher/facilitator may use many subjects in this visual imagery exercise. Examples are:

- special place
- special friend
- special place in your home
- the beach
- the mountains
- in a treehouse
- the me inside that nobody knows

III. Progressive Relaxation

Start by having children sit comfortably in their chairs. (Lying on the floor is best but not practical in a regular classroom situation.) Students will usually be tense to begin with so start by gradually and progressively relaxing the arms, upper arms, shoulders, neck muscles, abdominal muscles, thighs, calves, ankles, feet and toes. Then "tense up" the body in a similar fashion starting with the toes and working on up through the body until the entire body is tensed and controlled. Then go through the procedure to relax starting from the toes again. Repeat two or three times.

IV. Stretching

Ask students to stand away from their desks, giving themselves enough room for stretching. Do not rush through this exercise--wait after each instruction and have students hold that position for about five seconds.

Open eyes wide, close them tightly.
Tilt head to the right.
Tilt head to the left.
Turn head to the right (keep chin up and looking over the shoulder).
Turn head to the left (keep chin up and looking over the shoulder).
Nod head forward - chin to chest.
Roll shoulders forward ten times.
Roll shoulders back ten times.
Stretch arms out from the side of the body and make ten large forward circles, then ten large backward circles.
Stretch arms over head reaching as high as possible. Reach up higher with the right arm, then reach up higher with the left arm (as if trying to grab on to a dangling rope). Repeat ten times.
Holding on to a desk or chair, lift right foot first about ten inches off the floor and roll the right ankle about ten times. Then lift the left foot and repeat the ankle roll.
Cross your arms over your chest with hands gripping the shoulders (as if hugging yourself). Stretch that grip as you roll the back shoulder muscles. Repeat about ten times.

POSITIVE FEEDBACK

> "One of the findings of the Human Potentialities Research Project has been that the average, healthy, well-functioning person has a very limited awareness of his personality strengths and resources but has a much clearer idea of his weaknesses and problem areas. On the other hand, it has been found that the process of taking inventory of one's strengths and personality assets is experienced as strengthening, brings gains in self-confidence and improves the self-image." (Otto and Mann, HUMAN POTENTIAL, Wareen H. Green, Inc., 1968)

In our society it is usually deemed inappropriate to indicate our pride or pleasure in our strengths and success. To some extent this is a manifestation of our culture where the emphasis is on humility. Yet, it is maintained by leading professionals in the human development field that the most effective way to enhance a person's capacity to develop to his or her full potential is to concentrate on his or her strengths.

As adults and students, one of the most difficult social interactions is giving and receiving positive feedback. We often focus only on a student's shortcomings and imperfections. A student's strength and fine qualities are often taken for granted. Emphasis is placed on students' shortcomings. This emphasis results in a negative self-concept followed by an avoidance of the very experiences that would allow the student to overcome the shortcomings that they tend to equate them with failure. So they see themselves as failures and lose motivation to achieve.

Feedback is telling other persons the kind of impact their behavior is having on you. Two types of feedback are described below. The use of appreciative feedback is encouraged.

1. Evaluative feedback is characterized by judging or labeling. Examples include: "You are funny"; "You are so smart"; "You run so fast"; "This is 'A' work"; "You are a good artist"

2. Appreciative feedback is characterized by letting the person know how you have been affected by what they do or have done.
   Examples are: "I was deeply moved by your poem."
   "I enjoyed your picture very much."
   "I appreciate the way you get ready to work."
   "I enjoy your humor."
   "I appreciate the way you relieve the tension in this class by your humor."
   "I admire your ability to play football so well."

Most evaluative feedback statements start with the word "you" while most appreciative feedback start with the word "I."

I. Positive Qualities

This exercise is designed to help children focus on the positive qualities in others. Social interaction is improved if people reinforce, compliment, encourage, and praise one another. This exercise helps children look for and express positive feelings and ideas about others.

At the end of each class, the students are asked to approach another child and tell him or her something they like about him or her. The teacher can model the behavior by going up to a few students and saying,

Ex: I like your dress.
I like the color of your eyes.
I enjoyed hearing you talk today.
I'm glad you are in my class.

Children will need encouragement at first and will tend to interact with others they already like or feel comfortable with. They should be encouraged to find a new partner every day. Teacher can help when necessary.

Teacher can encourage praise to be more impactful by getting students to:

1. look at one another
2. smile at one another
3. move close to one another.

Teachers can also model praise throughout the class period.

II. Warm Fuzzies

Have students in groups of 5. Try to have students sit in new groups so that they will get a chance to provide positive feedback to a new group each day. This exercise involves getting the students around the circle of 5 to tell each other something you've noticed that he or she does well. Start with one person talking telling the person on his or her left and go around the circle. Persons receiving the comment should remember to say "thank you" and turn to the next person to give a positive comment.

III. Positive Feedback Via an Exchange of Letters

Put the names of all of the students in the class in a box and allow each student to draw out one name of a fellow classmate. Keep the name of the person a secret. Ask students to write a letter to that student (whose name was drawn) telling them about something that they do that the writer of the letter likes, admires, respects or finds amusing in a positive sense. Urge students to tell the person in the letter how they (the writer)

feel when the person does the thing that they like. After collecting all the letters signed "anonymous" by the writer, the teacher/facilitator can read some of the letters and pass them out to the children to whom they were written. When selecting the letters to read, try to select those letters for students whom the class may have little knowledge about or whom you feel need more positive feedback than other students. (Adapted from Magic Circle, Level V, Human Development Training Institute, Inc. 1974)

IV. Positive Strokes

Divide the class into thirds or into groups of 8 students.

Have students form a semi-circle with an empty chair in front of the group.

Someone volunteers to sit in the empty chair. The rest of the group calls out the person's positive strengths. No put downs or killer statements. The teacher/facilitator calls time after one minute. Another volunteer sits in the empty chair.

Everyone should have a turn in the empty chair.

The person in the empty chair makes no comments. Try to keep within the one minute frame to encourage spontaneity and to give each student in the group a turn in the empty chair. Teacher/facilitator should also take a turn.

V. Strengths Trade Game

Divide the class into groups of 5 or 6 students.

Provide all students with 10 or 12 gummed stickers about 3 1/2" x 3/4" (Avery file folder labels are suggested).

Have each student write one or two words describing 1) positive physical characteristics of each student in the group, and 2) positive personality characteristic of each student in the group.

Have the students in the group put these stickers on the person the positive comments were written for.

Each student should have 2 stickers from each person in the group and will be given a minute or two to review the stickers placed on him or her.

VI. Group Mural

Divide the class into groups of 5 or 6 students.

Give each group a large sheet of butcher/drawing paper.

Ask the group to decide on two positive qualities for each group member.

Ask students to then draw a mural which can express the positive qualities of members of the group.

If time permits, share the mural with the class or post it somewhere in the classroom for a few days.

VII. Other activities may be found in LEARNING ABOUT SOCIAL BEHAVIOR: Glendora Unified School District, Glendora, California 1980; Canfield and Wells, 100 Ways to Enhance Self Concept In The Classroom, Prentice Hall, 1976; Myrick & Bowman, Children Helping Children, Educationa- Media Corporation, 1981; Myrick and Erney, YOUTH HELPING YOUTH: A HANDBOOK FOR TRAINING PEER FACILITATORS, Educational Media Corporation, 1979; and Magic Circle, Level V, Human Development Training Institute, Inc., 1974.